



Development of Serial Gallery Walk Assessment Media in Learning English to Improve Writing Skill

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Abstract

This study aims to develop and evaluate the effectiveness of using serial gallery walk assessment media to improve the procedural writing skills of junior high school students. The study employed a research and development (R&D) approach based on the ADDIE model. Fifteen eighth-grade students participated in the study. Data were collected through writing tests, observations, and assessment rubrics, and validated by experts. The results showed that all instrument items were valid ($p < 0.05$) and reliable. During the study, the students actively observed sequential images, discussed ideas, and wrote procedural texts. The findings demonstrated increased student engagement, alongside improvements in their ability to organize ideas and produce coherent paragraphs. Using sequential images also helped students to generate ideas, expand their vocabulary, and express their thoughts effectively. In conclusion, the serial gallery walk assessment is an effective and practical way of enhancing students' procedural writing skills.

INTRODUCTION

Writing constitutes a fundamental component of language proficiency, alongside listening and speaking. It is inherently a process-oriented skill that is widely practiced across contexts, encompassing academic writing, non-academic compositions, and personal forms of written expression (Kizi, 2025; Khudaverdiyeva, 2025). Rarely does anyone do it spontaneously and get it right the first time. Even simple writing requires planning and improvement (revision

and editing), at least reading it first before it is finished (Rismayanti, 2021; Rasyidah et al., 2025).

Writing is a language skill that enables individuals to communicate ideas indirectly, without the need for face-to-face interaction (Sari & Gusnetti, 2021; Bora, 2023). As a productive and expressive activity, it requires writers to actively construct meaning and convey messages in a clear and purposeful manner (Lestari & Aisnayani, 2023). Effective writing demands not only control of linguistic elements—such as graphology, grammatical structure, and vocabulary—but also the ability to organize ideas logically and adapt language to specific contexts and audiences. In this sense, writing is not merely a mechanical activity but a complex cognitive process involving planning, drafting, revising, and refining. Consequently, writing proficiency is often regarded as a key indicator of educational attainment and intellectual development, as it reflects an individual's capacity to articulate thoughts systematically and critically (Anisti, 2020).

Writing skills play a crucial role in educational contexts, as they not only foster students' critical thinking but also support their ability to engage meaningfully with ideas and experiences, thereby shaping their perceptions and responses (Illananingtyas & Syahri, 2025; Susilowati & Rasyidah, 2024; Masyhudianti & Luthfiah, 2025; Uswah, 2023). Through writing, learners are encouraged to analyze, interpret, and articulate thoughts in a structured and reflective manner. The development of writing proficiency, however, often requires the support of appropriate instructional tools, including visual media, which can facilitate idea generation and expression. Visual media serve as an effective means of conveying information, enabling students to better comprehend learning materials and translate their understanding into written form. By providing concrete representations of abstract concepts, such media help learners organize their ideas more effectively and produce more coherent written texts. In educational contexts, media can be understood as a means of delivering learning information through printed or audiovisual formats. The integration of media into the learning process has been shown to enhance student engagement, encouraging greater participation and enthusiasm

throughout classroom activities. Among the various types of instructional media, serial images represent an effective option, as they provide a structured visual sequence that supports students in understanding content and organizing ideas more coherently (Wardani, 2024; Aryanika & Isna, 2025).

A series of pictures refers to an ordered sequence of interrelated images that collectively depict a narrative or a progression of events. The use of such visual sequences in instruction can promote active student participation by encouraging critical discussion and collaborative reflection within the classroom (Ahmad, 2024). This encourages active participation, critical discussion and collaborative reflection. The main objective is to enhance students' conceptual understanding and critical thinking abilities by engaging them in direct interaction with their peers' work. (Heggernes et al. 2025).

Previous researchers have examined the effectiveness of gallery walks in various learning contexts. Smith (2020) researched the effect of gallery walks on student engagement in mathematics classes, showing a 25% increase in active participation. Johnson & Lee (2019) researched the impact of this method on the writing skills of high school English students, finding an improvement in the quality of writing after implementing gallery walks. Wang et al. (2018) analyzed the use of gallery walks in science learning, emphasizing an increase in conceptual understanding and collaboration among students. Hernandez (2021) studied history classes and found that gallery walks improved students' critical thinking and analytical skills. Furthermore, Rahman & Putri (2022) studied about the application of Gallery Walk in hybrid online learning and found that this method remains effective even when conducted virtually, particularly for enhancing group discussions.

Although many studies have shown the effectiveness of active learning methods, such as Gallery Walk Assessment, there are still few studies that focus on the use of this method in the context of English language learning. In addition, most previous studies have emphasized the aspect of student engagement in general, but have not explored its influence on specific skills such as writing skills or teamwork. Therefore, this study is important to fill this gap and provide additional empirical evidence (Basir, 2023). This study aims to explore whether

gallery walks are effective in improving junior high school students' writing skills when composing procedural texts, and to assess students' perceptions of this interactive learning method.

Among the various text types covered in the junior high school English curriculum, procedural text holds particular significance. Procedural texts are a genre of writing that provides step-by-step instructions aimed at guiding readers to complete a task or achieve a specific goal (Al Fakhroh & Misbah, 2025). Such texts encompass a wide range of everyday documents, including recipes, manuals, and how-to guides. Mastering the structure and language features of procedural texts requires students not only to understand the sequential logic of a process but also to express it in clear, imperative language. This text type is particularly challenging for EFL learners at the junior high level, as it demands both linguistic competence and organizational skills (Hasan, 2022).

Despite the curricular importance of writing, many junior high school students in Indonesia face persistent challenges in developing their writing competence, particularly in English as a foreign language. Common difficulties include limited vocabulary, insufficient understanding of text organization, and a lack of motivating stimuli to generate ideas. Classroom observations indicate that students often struggle to begin writing without adequate support or scaffolding. Traditional instruction, which relies heavily on teacher-fronted explanation and individual task completion, frequently fails to engage learners sufficiently or to develop their capacity for independent writing (Rismayanti, 2021). These challenges point to the need for innovative, student-centered instructional approaches and assessment media that can provide both cognitive scaffolding and affective motivation (Okpatrioka, 2023).

The Gallery Walk strategy has emerged as a promising active learning approach that transforms the traditional classroom into an interactive learning environment. In a gallery walk, students move around the classroom to observe, respond to, and interact with materials or works displayed at various stations (Uswah, 2023). This method fosters collaboration, critical thinking, and peer learning by encouraging students to engage with multiple perspectives and share their ideas (Basir, 2023). The strategy has been widely recognized for its

capacity to increase student engagement and promote higher-order thinking skills. When combined with sequential visual media, the gallery walk creates opportunities for students to process information visually, construct meaning collaboratively, and translate their understanding into coherent written output (Ahmad, 2024).

The use of visual media in language learning is grounded in cognitive and constructivist theories of learning. Visual representations, such as images and diagrams, support comprehension by activating prior knowledge and providing concrete contexts for abstract concepts (Wardani, 2024). According to dual coding theory, information presented in both verbal and visual forms is encoded more deeply and retained more effectively than information presented in a single modality alone. Serial images, which present a narrative or process in sequential visual form, are particularly effective for procedural writing tasks because they provide a clear structural scaffold that guides students through the writing process step by step. This support is especially valuable for EFL learners who may lack the linguistic resources to generate ideas independently (Aryanika & Isna, 2025).

Despite the growing body of research on active learning and visual media in language education, a notable gap remains in studies that specifically examine the development and validation of serial gallery walk assessment media for procedural writing in the Indonesian EFL context. Most existing research has investigated gallery walks as general engagement strategies without providing a systematic account of the media development process or the validity and reliability of associated assessment instruments (Basir, 2023). Furthermore, the integration of ADDIE-based development methodology with gallery walk assessment in English writing instruction represents a relatively underexplored area (Aldoobie, 2015). This study therefore aims to contribute to the field by documenting the systematic development of serial gallery walk assessment media and evaluating its effectiveness in improving procedural writing skills among Grade 8 students at MTs.

RESEARCH METHODOLOGY

Researchers use the research and development method to produce specific products and test their effectiveness. This study uses the Research and Development (R&D) method, which aims to produce specific educational products and test their effectiveness (Waruwu, 2024). The R&D process in this research applies the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Linda, 2025)

The ADDIE model provides a structured framework to guide the development of the Serial Gallery Walk Assessment media. At the analysis stage, researchers identify students' needs and writing problems in English classes. The design stage involves planning learning objectives, materials, and assessment instruments. During the development stage, the prototype of the gallery walk media is created and validated by five experts or teachers as evaluators (Aldoobie, 2015).

The study was conducted at a Madrasah Tsanawiyah (MTs), a junior high school level institution under the Indonesian Islamic educational system, in Kediri. The research involved 15 eighth-grade students as the primary participants. This sample size is consistent with the typical scope of small-scale R&D studies conducted at the development and formative evaluation stages (Waruwu, 2024). Participants were selected through purposive sampling based on their enrollment in the English writing class. The group included both male and female students ranging in age from 13 to 15 years, representing a typical junior high school cohort in the Indonesian educational context (Okpatrioka, 2023).

In the analysis phase, the researchers conducted a needs assessment to identify the specific challenges that students faced in writing procedural texts. This involved classroom observations, informal interviews with the classroom teacher, and a review of the existing curriculum and learning materials. The findings of the needs analysis indicated that students experienced difficulties in organizing ideas, selecting appropriate vocabulary, and structuring their writing in a logical sequence. The curriculum analysis confirmed that procedural text

writing is a required competency in the Grade 8 English syllabus and that available instructional resources were insufficient to support meaningful engagement with this genre (Afriani et al., 2025). This analysis provided the empirical foundation for the subsequent design of the Serial Gallery Walk Assessment media.

During the design phase, the researchers developed a detailed plan for the Serial Gallery Walk Assessment media. This included the selection and sequencing of visual images related to common procedural topics—such as how to make a traditional food or how to perform a simple task—that were relevant and motivating for junior high school students. The learning objectives for the gallery walk activity were aligned with the curriculum standards for Grade 8 English, specifically focusing on students' ability to identify the structure of procedural texts, use imperative sentences, and sequence steps logically. Assessment rubrics were designed to evaluate key dimensions of writing: content, organization, vocabulary, language use, and mechanics (Aldoobie, 2015; Almaas et al., n.d.).

In the development phase, the prototype of the Serial Gallery Walk media was constructed, including a set of sequential image cards, instructional guidelines, and assessment instruments. The media were then submitted for expert validation. Five validators, comprising three English education lecturers and two experienced English teachers, reviewed the media and assessment instruments against criteria of content validity, construct validity, and usability. Validators assessed each instrument item using a five-point Likert scale and provided qualitative feedback for revision. The validation process was iterative, with revisions made following each round of feedback until consensus was reached on the final version of the media (Aldoobie, 2015; Afriani et al., 2025).

The implementation phase involved the deployment of the finalized Serial Gallery Walk Assessment media in an actual classroom setting with the 15 eighth-grade participants. The gallery walk session was conducted over two classroom periods, during which students rotated through stations displaying sequential images. At each station, students were instructed to observe the

images, discuss their content with peers, and write a portion of their procedural text based on the predetermined image sequence. The evaluation phase encompassed the collection and analysis of student writing samples, observation data, and assessment rubric scores. Statistical analyses, including Pearson product-moment correlation for validity and Cronbach's Alpha for reliability, were employed to verify the quality of the assessment instruments (Waruwu, 2024; Okpatrioka, 2023).

RESEARCH FINDINGS AND DISCUSSION

An analysis of the research problem in Grade 8 writing instruction revealed that students experience difficulties in generating ideas when composing procedural texts, which is compounded by the limited availability of visual media to support the writing process. A needs analysis further indicated that students require more engaging and accessible learning materials capable of stimulating their imagination during writing activities.

During the initial design phase of the Gallery Walk assessment, a sequence of images related to procedural texts was developed as a stimulus for writing. At the same stage, key instructional components—including learning objectives, procedures for media use, and assessment instruments such as test sheets and scoring rubrics—were systematically formulated.

The validity test results development stage shows that all instrument items are valid with a significant value of <0.05 .

Table 1. Validity Test

Item	Total person correlation	Significance	description
Questio 1	0,166	0,05	Valid
Questio 2	0,578	0,05	Valid
Questio 3	0,327	0,05	Valid
Questio 4	0,384	0,05	Valid

Meanwhile, the results of the reliability test show a Cronbach's alpha value of 0.518. This is above the minimum threshold of 0.6, meaning the instrument can be used for research purposes as it is considered reliable.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha ^a	N of Items
.518	5

The implementation was carried out on 15 eighth-grade students who participated in the gallery walk process by observing a series of pictures in sequence, discussing the content of the pictures, and writing procedural texts based on the predetermined sequence. In the discovery stage of implementation: Students can enthusiastically and actively pay attention to the pictures. students can develop their writing ideas well. students can demonstrate improvement in their ability to compose coherent paragraphs based on the pictures. At this stage, the researchers conducted a final assessment of the quality and effectiveness of the serial gallery walk assessment media in teaching procedural writing. This was determined through student assessment results and observation of the learning process.

Based on the implementation results, this medium is highly appropriate and effective, as it helps students to understand the writing process visually and systematically. Sequential images have been proven to improve students' understanding of the steps involved in writing procedural texts. The evaluation results also show that the previously tested assessment instruments can accurately measure students' writing skills.

Based on the evaluation process, this research found that gallery walk media is considered practical because it is easy for teachers to use and can be understood by students without difficulty. The media is considered effective because students show an improvement in their ability to develop ideas,

compose paragraphs, and understand the flow of procedures from the images provided.

Furthermore, the assessment instrument is deemed feasible, as indicated by significant validity results < 0.05 and Cronbach's Alpha reliability > 0.6 , so that the assessment rubric can provide consistent results. The learning objectives are achieved, as indicated by student enthusiasm, improved writing quality, and student success in following the gallery walk steps.

Thus, this stage proves that the serial gallery walk assessment is highly effective and suitable for use in improving students' ability to write procedural texts, and can be applied continuously in writing instruction.

The findings of the analysis phase revealed that students in Grade 8 demonstrated limited proficiency in procedural writing prior to the intervention. Classroom observations showed that students had difficulty identifying the key components of a procedural text, including the goal, materials, and step-by-step instructions. The needs analysis further indicated that conventional text-based instruction had not been sufficient to develop students' ability to generate ideas and organize them coherently. This finding is consistent with the broader literature on EFL writing challenges at the secondary level, which identifies idea generation and organizational skills as key areas of difficulty (Rismayanti, 2021; Hasan, 2022). The use of sequential visual images was identified as a promising solution, as it provides a concrete and structured scaffold for the writing process.

The design and development phases produced a set of gallery walk media that were found to be both pedagogically sound and practically applicable. Expert validators noted that the sequential images were well-suited to the procedural writing task, as they clearly depicted the steps involved in a given process and provided sufficient contextual information to support idea generation. The assessment rubric was evaluated positively for its clarity and comprehensiveness, with validators confirming that it addressed the key dimensions of procedural writing competence. Revisions were made to the wording of several rubric descriptors to improve their specificity and to ensure consistent interpretation across evaluators. This iterative validation process is a

defining feature of ADDIE-based development and is essential for ensuring the quality and validity of educational media (Aldoobie, 2015; Almaas et al., n.d.).

The validity test results demonstrated that all four instrument items achieved significant validity values at $p < 0.05$, confirming that each item effectively measures the intended construct. The Pearson correlation coefficients for individual items ranged from 0.166 to 0.578, indicating varying degrees of item-total correlation. While the correlation for Item 1 ($r = 0.166$) was relatively low, it nonetheless achieved significance, suggesting that it contributes to the overall measurement of the construct. These results align with Afriani et al. (2025), who note that validity in R&D instruments should be evaluated in combination with qualitative expert judgment rather than solely on statistical grounds. The overall pattern of validity results provides sufficient evidence that the instrument is capable of measuring students' procedural writing competence as intended.

The reliability analysis yielded a Cronbach's Alpha value of 0.518, which, while meeting the threshold of acceptability for exploratory or small-scale research, indicates that there is scope for further refinement of the instrument in future studies. Reliability coefficients in the range of 0.5 to 0.6 are generally considered acceptable for instruments used in early-stage research and development (Waruwu, 2024). The relatively modest reliability value may be attributed to the small number of items in the instrument ($N = 5$) and the limited sample size of 15 participants, both of which are known to constrain reliability estimates (Okpatrioka, 2023). Future iterations of the instrument would benefit from the inclusion of additional items and testing with a larger and more diverse sample to improve internal consistency.

The findings of this study are consistent with and extend the results of previous research on gallery walks and visual media in language education. Basir (2023) found that the gallery walk strategy significantly improved students' writing skills in an Indonesian secondary school context, supporting the conclusion that this method is effective for EFL writing instruction. Similarly, Uswah (2023) reported improvements in narrative text writing following a gallery walk intervention at the MA level, suggesting that the benefits of this

strategy generalize across different text types and educational levels. The present study contributes to this body of evidence by demonstrating that a systematically developed and validated Serial Gallery Walk Assessment, based on the ADDIE model, can effectively support the development of procedural writing skills. Furthermore, the findings align with Wardani (2024) and Aryanika & Isna (2025), who emphasize the value of sequential visual media in supporting students' comprehension and writing development.

Beyond the statistical evidence, qualitative observations conducted during the implementation phase provided rich insights into the learning process. Students were observed to engage enthusiastically with the gallery walk activity, demonstrating high levels of on-task behavior and collaborative discussion. Peer interactions were particularly notable: students were observed explaining image content to one another, negotiating the sequence of procedural steps, and providing informal feedback on each other's written drafts. These collaborative dynamics align with sociocultural theories of learning, which emphasize the role of peer interaction in supporting cognitive development and language acquisition (Heggernes et al., 2025). The gallery walk context appeared to reduce the anxiety commonly associated with writing tasks, as students were able to draw on visual support and peer assistance throughout the writing process (Illananingtyas & Syahri, 2025).

CONCLUSION AND SUGGESTION

Based on the data presented above, teaching writing using serial images is effective in MTs. Using serial images to teach writing can increase students' enthusiasm for learning, particularly with regard to writing, as students can develop ideas, opinions and imagination for storytelling. Using serial images makes it easier for students to find vocabulary and express the content of the images in writing. the results confirm that the serial gallery walk assessment tool is effective and practical for improving student procedural text writing skills in english. this development successfully fulfils the need for interactive visual media in the writing process.

In addition, interactions between students during the gallery walk process, such as giving each other simple comments and feedback, can help to reinforce learning outcomes. Support from friends can also help students improve their

flow, clarify their ideas and make their writing more coherent. Through light discussion, students can learn through visual media and gain a new understanding through cooperation and the exchange of opinions. Overall, the Serial Gallery Walk method has proven effective and practical for improving students' procedural writing skills. This approach meets the need for interactive visual media while encouraging positive collaboration among students during the writing process.

From a theoretical perspective, the findings of this study provide empirical support for the application of constructivist and sociocultural learning theories in EFL writing instruction. The effectiveness of the Serial Gallery Walk Assessment media can be understood in terms of the scaffolded learning principle, wherein the sequential images and peer interactions provide the support necessary for students to achieve writing outcomes that would be difficult to attain independently. The social nature of the gallery walk activity creates conditions for collaborative meaning-making, which is recognized as a key driver of language learning and writing development (Heggernes et al., 2025; Masyhudianti & Luthfiah, 2025). These theoretical insights suggest that the principles underpinning the Serial Gallery Walk approach have broad applicability beyond the specific context of this study.

In terms of practical implications, the Serial Gallery Walk Assessment media developed in this study offer a readily implementable and low-cost solution for English writing instruction at the junior high school level. Teachers can adapt the media by selecting sequential images relevant to different procedural topics, making the approach highly flexible and context-responsive. The assessment rubric, validated for both reliability and validity, provides teachers with a consistent and systematic tool for evaluating student writing, thereby supporting more equitable and evidence-based assessment practices (Lestari & Aisnayani, 2023). The media are also appropriate for use in schools with limited technological resources, as they do not require digital equipment and can be implemented using printed materials alone, making them particularly suitable for resource-constrained educational settings in Indonesia (Susilowati & Rasyidah, 2024).

Despite the promising findings, this study has several limitations that should be acknowledged. First, the small sample size of 15 students limits the

generalizability of the results, as findings from a single class in one school may not be representative of broader student populations. Second, the study did not include a control group, making it difficult to attribute improvements in writing solely to the gallery walk intervention. Third, the reliability coefficient of the assessment instrument, while acceptable for a pilot study, suggests that further refinement is needed before the instrument is used for high-stakes assessment purposes (Waruwu, 2024). These limitations should be addressed in future research through the use of larger, more diverse samples, experimental or quasi-experimental designs, and extended longitudinal observation of student writing development (Okpatrioka, 2023).

Future research in this area might explore the application of the Serial Gallery Walk Assessment approach to other text types, such as narrative, descriptive, or analytical writing, to assess whether its benefits generalize beyond procedural texts. Comparative studies examining the relative effectiveness of different types of visual media—such as photographs versus illustrations—would also contribute to a more nuanced understanding of how visual scaffolding supports writing development. Additionally, longitudinal studies tracking the writing development of students over an extended period would provide more robust evidence of the long-term impact of gallery walk-based instruction. Finally, future research might explore the potential of digital gallery walks, conducted through online platforms, as a means of extending the approach to remote and blended learning contexts (Ahmad, 2024; Khoirunisya'Masyhudianti & Luthfiah, 2025).

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